

## Day #3 Lesson Plan

Title: Dear Katniss...

Grade Level: 6<sup>th</sup> Grade

Subject Area: Language Arts

Concept: Producing a letter from Prim to Katniss, large group presentation

Target Audience: Small groups and whole class

Time Frame: One class period

### I. Preparing to Teach

#### A. Goals:

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### B. Objectives:

- Students will be able to create a letter, in proper format, and will

C. MATERIALS: PowerPoint presentation (attached) , paper, pencil, red pen

#### D. RESOURCES:

- <http://ilanramoncomputerlab.weebly.com/fourth-grade1.html>

### II. INSTRUCTIONAL SEQUENCE:

A. Focusing Activity: The students will be sitting in their desks as the class starts. The teacher will say, "Good morning class. We have been reading The Hunger Games, and A lot has been happening. Can someone tell me what there favorite part is so far?" The teacher will call on four students and have them state their opinions on the book. The teacher will then ask the class to imagine the following scenario: "I want everyone to close their eyes for a moment. Imagine what it would be like to watch the Hunger Games on television." The teacher will have a couple students respond. The teacher will then instruct students to take out their language arts notebook

#### B. Purpose:

- Explain to the students that it is important that they understand the different points of view in a story. Explain that an effective way for them to demonstrate their understanding is to write a letter from a characters point of view.

#### C. Instruction:

- “Today we are going to write a letter to Katniss. Instead of writing it from our point of view, however, I want everyone to pretend that they are Prim.”
- “We have discussed how to write a letter. Can anyone tell me what are some important elements that we need to remember when writing a letter?”
  - Heading, salutation, body, closing, signature, punctuation, etc.
- The teacher will go over the proper format of writing a friendly letter
- The teacher will pull up a slide on PowerPoint on the letter format
- “Let’s refresh our memories quickly on what a friendly letter looks like. I want everyone to remember that we are not writing a business letter. Can someone tell me why they think that we are not writing a business letter?”
- The teacher listens to responses.
  - We are writing a friendly letter because we are writing a letter from Prim to Katniss.
- The teacher asks students to get out a sheet of paper.
- “I want everyone to get out a piece of paper. Quietly I want everyone to take about five minutes and write down some things that you would want to say to Katniss.”
- The teacher waits for everyone to get out the paper and begin writing
- The teacher walks around the classroom and reminds students of a few things:
  - “Remember that this whole time Prim has been watching Katniss”
  - “How would you feel if you were watching your sibling competing?”
  - “Right now I just want you to take quick notes on major things that you want to remember to discuss in your letter”
- The teacher asks if the students have any questions
- The teacher addresses any questions that the students may have
- The teacher instructs the students that they may have their letter addressed wherever they would like
- While students are working the teacher walks around the room to monitor student progress
- “Great job class! I see that a lot of you have some great topics that you want to write to Katniss about. Would anyone like to share briefly?”
  - The teacher listens to student responses
- The teacher hands out a blank sheet of paper to each student
- The teacher gives the class instructions
  - “Everyone will get a blank sheet of paper. I want you to now write your letter to Katniss. Make sure that you keep in mind that this is from Prim. I will leave the format up for a couple minutes so that you can review what you need to have. Also, make sure that you pay attention to your grammar and punctuation. Are there any questions?”
- The teacher will address any questions
- The teacher will explain what students should do after they have completed their letter

- “When you are done working I want you to raise your hands and I will place you in small groups so that you can exchange letters. As your reading each other’s letters make sure you use your red pens to make any necessary changes to your letter.”

\*\*The teacher will make sure that groups consist of students with varied abilities. By doing this the groups will be more equalized. Gifted students will be able to help explain concepts to students who are struggling.

- The teacher will continuously monitor students and engage with them asking questions about their letters.
- After the class is done and the students have had time to exchange letters to proofread the teacher will have the students go back to their seats.
- “Okay class now that we have finished our letters is there anyone who would like to share with the class?”
- The teacher will call on a couple of students to share their work
- After the whole class has presented the teacher will go to the front of the classroom and read aloud her letter to Katniss.

#### D. Modeling

- The teacher will show the class an example of a letter format
- The teacher goes to the white board and writes down the words “Rising Action”, “Climax”, “Falling Action”, “Conflict”, “Resolution”, and “Theme”. She will write down the definitions that students give her.
- The teacher will show her own completed story map of The Giver to the class

#### E. Check for Understanding

- The teacher will ask students about the components of a letter to make sure that they understand
- The teacher will continuously ask students if they have any questions on the assignment
- The teacher will monitor students and check their work to make sure that they are understanding the concepts

#### F. Guided Practice

- The students will go write their own letters from Prim to Katniss
- The students will work on these letters in class and as well as for homework

#### G. Independent Practice

- Students will make any changes that are necessary to their letters
  - Student will be given another piece of blank paper
  - Students should make a final draft of their letters to turn in the next day.

III. Conclusion: “Great job today class! Your letters sound great! I can tell that a lot of you have been following the book very closely. I am so impressed with the details that you used! For homework tonight I want you to review the suggestions that your groups gave you and make any necessary changes. I am going to hand out another blank sheet of paper for each of you to write your final letter on. You will turn these in tomorrow to me. I will also hand out a rubric to each of you so that you know what I expect for each of your letters.”

#### IV. Evaluation

A. Student Evaluation: The teacher will collect each student’s letters the next day. The teacher will grade the letters based on the Letter Rubric.

B. Teacher Evaluation:

- How did I know that the students achieved the objectives?
- What changes can I make to increase student involvement and success, when I teach the lesson again?
- How will I use this lesson to connect to tomorrow’s curriculum?